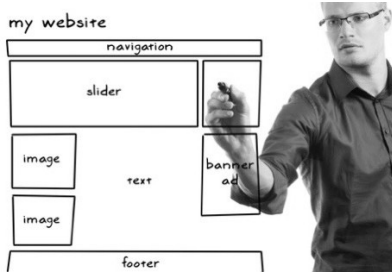




LEARN ABOUT WEB DEVELOPERS

A

They are web developers.



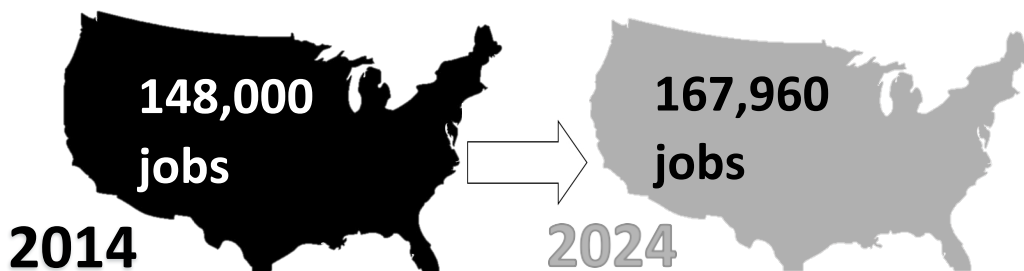
B

They can make \$32.00 an hour.



C

Look at the job outlook!



Source: Occupational Outlook Handbook, 2016

Script for Questioning. T provides non-verbal support as well. Students not expected to read question but answer orally. ,

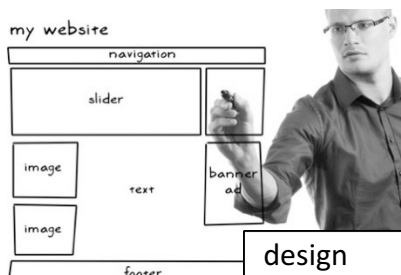
1. Look at part A. Find the words: web developer. Circle the words: web developer.
How many pictures of web developers do you see on the page?
2. What do web developers do? How do you know?
3. How much money do web developers make in one hour? How do you know?
4. Look at the maps in part C. Find the difference between the number of web developer jobs in 2014 and the number of jobs in 2024.
6. Do you think this is a good job? What makes you say that? Show me.

LEVEL: Beginning Literacy		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners, with support, will be able to read a simple text in order to identify key details about a high-growth career, and express their interest in that career.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				8
What elements of the level descriptor(s) are addressed for each anchor standard?				<ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics.
What CCR standards are the ELP standards supporting? <i>Reading 1 & 2, Speaking/listening 1, Language 4</i>				
What vocabulary will you teach?	High frequency: Academic vocabulary:			
What language strategies will you emphasize?	<i>Background knowledge, pictures and labels to help identify key details, Listen for key ideas Interpret charts or graphs</i>			
How will you prompt critical thinking?	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems </div> <div> <input type="checkbox"/> Categorizing, ranking, or rating <input type="checkbox"/> Strategic thinking in tasks <input type="checkbox"/> Other: </div> </div>			
How will you promote academic discourse?	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Sentence frames and starters for oral and written report-back </div> <div> <input type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other: </div> </div>			
Lesson Outline <ul style="list-style-type: none"> • Warm Up/Introduction: <i>Picture of a woman web developer in her home office Ask, "What do you see? (objects, actions, locations) "Where is she working?" "How do you know?" State objective in learner friendly language and present key pictures and labels from Web Developer text to provide background information for reading.</i> • Presentation: <i>Write high frequency vocabulary and academic vocabulary on board and have learners find the words in the text and circle them. Read the text and stop and point to each word written on the board. Say key words and have volunteers point to the matching pictures or words. Have learners echo the teacher reading the text.</i> • Guided Practice: <i>Teacher reads each comprehension question, one at a time, using non-verbal gestures, translation or repetition to ensure learners' comprehension. After each question, learners put their heads together in pairs or groups) to answer each question. Teacher reviews answers with whole group. Learners read the text to each other in pairs.</i> • Free Practice/Application: <i>Using language prompts, learners use an interview grid to ask 1 or 2 classmates "Is this a good job for you?" Learners answer yes or no, and choose their reason, pro or con from the reasons written on the grid. The interviewer has to write the student's name, yes or no, and circle the reason given.</i> • Evaluation: <i>Using a sentence frame, learners report their interest in the job: It's a good job for me. I like <u>the pay</u>. It's not a good job for me. I don't like <u>computers</u>.</i> 				



LEARN ABOUT WEB DEVELOPERS

- Web developers work on websites.

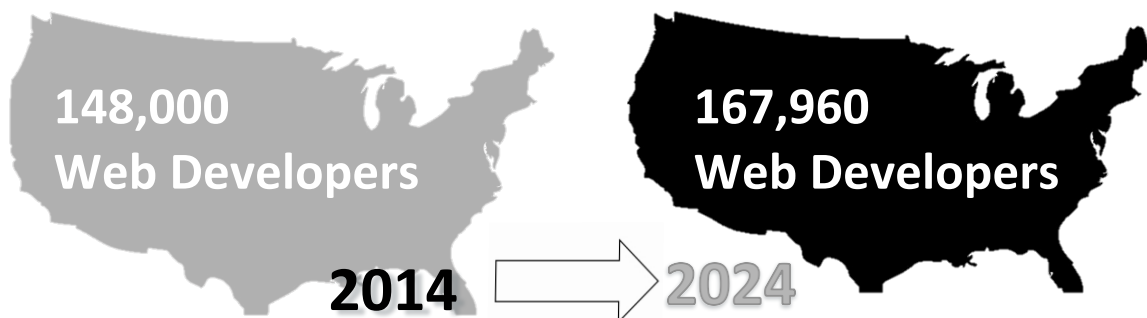


- The pay is good.

\$32.00/hr



- The job outlook is great!



Source: *Occupational Outlook Handbook, 2016-17 Edition*

Script for Questions (Students not expected to read questions, but answer orally.)

1. Circle the name of the job on this page.
2. Looks at the first sentence and the photos. What do web developers do?
3. Find the sentence, "The pay is good." How much is good, according to this reading?
4. Look at the maps. Find the difference between the number of web developer jobs in 2014 and the number of jobs in 2024. Do you agree when the text says, "The job outlook is great!"
5. Do you think this is a good job? What makes you say that? Use the text to explain.

LEVEL: Low Beginning		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners, with support, will be able to read a simple text and identify key details about a high-growth career, and express their interest in career.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				8
What elements of the level descriptor(s) are addressed for each anchor standard?				<ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in written texts about familiar topics.
What CCR standards are the ELP standards supporting? <i>Reading 1 & 2, Speaking/Listening 1, Language 4</i>				
What vocabulary will you teach?	High frequency: Academic vocabulary:			
What language strategies will you emphasize?				
How will you prompt critical thinking?	<input type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems <input type="checkbox"/> Categorizing, ranking, or rating <input type="checkbox"/> Strategic thinking in tasks <input type="checkbox"/> Other:			
How will you promote academic discourse?	<input type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Sentence frames and starters for oral and written report-back <input type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:			
Lesson Outline <ul style="list-style-type: none"> • Warm Up/Introduction: <i>Pictures of different occupations in different settings – outside, in office, at home Ask, “What do you see? (objects, actions, locations) “Where are they working?” “How do you know?” State objective in learner friendly language and present key pictures and labels from web developer text to provide background information for reading.</i> • Presentation: <i>Write high frequency vocabulary and academic vocabulary on board and have learners find the words and circle them. Read the text and stop and point to each word written on the board. Say key words and have volunteers point to the pictures or words.</i> • Guided Practice: <i>Teacher reads the comprehension questions and checks for understanding. Learners work in pairs or small groups to answer the questions. Teacher reviews answers with whole group. Learners practice asking and answering questions in pairs.</i> • Free Practice/Application: <i>Using language prompts and sentence frames, learners use a graphic organizer to interview 2 other learners about whether this is a good job for them and at least one reason based on information in the text.</i> • Evaluation: <i>Individual learners report # of learners who said it was a good job and reason(s), and # who said it wasn’t a good job and reason(s.) Finally, learners state whether they think it is a good job and reason(s).</i> 				



HIGH BEGINNING

LEARN ABOUT WEB DEVELOPERS

Web developers **design** and **create** websites. They also **maintain** them. They can make a good **wage**, around \$32.00 an hour or \$62,500 a year. The job outlook for web developers is great! By 2024 there will be many more web developer jobs in the U.S.



QUICK FACTS ABOUT WEB DEVELOPERS	
2014 Median pay	\$63,490 per year \$30.52 per hour
Education	Associate's degree
Job outlook	27% (Much faster than average)

Source: U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition,

QUESTIONS (printed)

1. What job are you learning about in this text?
2. According to the article, what do web developers do for websites?
3. Look at the chart. How much education do web developers need?
4. Look at the paragraph.
Underline the words that explain the term “job outlook”.
5. Is this a good job? Why or why not? Give examples from the text.

LEVEL: High Beginning		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners, with support, will be able to read information in an adapted Occupational Outlook career description to identify the most important facts about a high-growth career and explain why they would or would not want to pursue it.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				8
What elements of the level descriptor(s) are addressed for each anchor standard?				<ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in written texts about familiar topics.
What CCR Standards are the ELP Standards supporting? <i>Reading 1 & 2, Speaking/Listening 1, Language 4</i>				
What vocabulary will you teach?	High frequency: Academic vocabulary:			
What language strategies will you emphasize?				
How will you prompt critical thinking?	<input type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Pose problems <input type="checkbox"/> Strategic thinking in tasks		<input type="checkbox"/> Graphic organizers <input type="checkbox"/> Categorizing, ranking, or rating <input type="checkbox"/> Other:	
How will you promote academic discourse?	<input type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Sentence frames and starters for oral and written report-back		<input type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:	
Lesson Outline <ul style="list-style-type: none"> Warm Up/Introduction: Mixer: "What job do you want in the future? Why?" Language prompts assist learner discussion. State simplified objective, show images of Web Developer. Presentation: Draw learners' attention to text and text features. Teach crucial vocabulary. Lead scanning activity. Guided Practice: Learners read text individually and answer questions. Shoulder partners share/check answers. Use sentence frames to cite evidence of key details. Learners form teams, assign roles, Facilitator/Recorder. Group discusses answers to questions, using sentence frames to cite evidence of key details. Recorder writes answers on answer sheet and adds names of team members. Free Practice/Application: Mixer: "Do you want to be a web developer? Why/why not?" Is Web Developer a good job? Why? What is the most important reason? Why?" Learners use sentence frames to state opinions, cite evidence. Evaluation: Teams hand in team answer sheet, instructor reviews. Instructor observes free practice/application mixer for citing of opinions and evidence. 				



QUICK FACTS ABOUT WEB DEVELOPERS

2014 Median Pay	\$63,490 per year \$30.52 per hour
Typical Education	Associate's degree (AA) or higher
On-the-job Training	None
Number of Web Developer Jobs in 2014	148,500
Job Outlook, 2014-24	27% (Much faster than average)
Employment Change, 2014-24	+ 39,500 jobs

What do Web Developers Do?

They work on websites. They design and create them. They also maintain them.

Where do Web Developers Work?

Many are self-employed. Others work in computer design companies.

How to Become a Web Developer

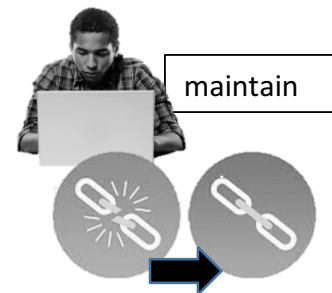
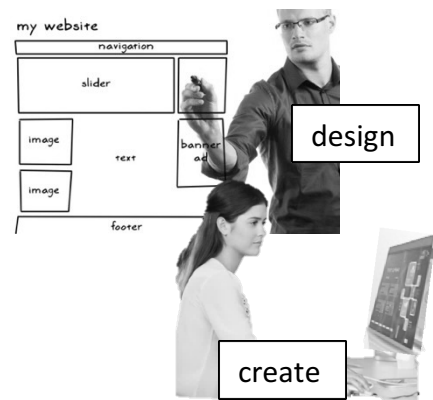
Web developers need an Associate's Degree (AA). They need to know computer programming and graphic design.

How Much Do They Make?

In 2014, many web developers made about \$30.00 or more per hour. That is about \$63,000 per year.

What is the Job Outlook?

In 2014, there were 150,000 web developers in the U.S. There will be more and more web developers in the future. In the next 10 years, the number of web developer jobs will grow by 27%.



Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition

RE-READ THE TEXT THEN DISCUSS YOUR ANSWERS TO THESE QUESTIONS

1. In your own words, explain the topic of each paragraph.
2. Find the term "self---employed" in paragraph 2. Read the second sentence. How does the second sentence help you understand the meaning of "self-employed"? Use your own words to say what it means.
3. According to the article, is web developer a good job? Cite evidence from the text to support your answer.

LEVEL: Low Intermediate		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners, with support, will be able to interpret information in adapted Occupational Outlook career descriptions to determine the most important facts about a high-growth career and explain why they would or would not want to pursue it.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
What elements of the level descriptor(s) are addressed for each anchor standard?				8
				<ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases in written texts about familiar topics, experiences and events.
What CCR Standards are the ELP Standards supporting? <i>Reading 1 & 2, Speaking/Listening 1, Language 4</i>				
What vocabulary will you teach?	High frequency: Academic vocabulary:			
What language strategies will you stress?				
How will you prompt critical thinking?	<input type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems <input type="checkbox"/> Categorizing, ranking, or rating <input type="checkbox"/> Strategic thinking in tasks <input type="checkbox"/> Other:			
How will you promote academic discourse?	<input type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Sentence frames and starters for oral and written report-back		<input type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:	
Lesson Outline <ul style="list-style-type: none"> Warm Up/Introduction: <i>Show image of web developer in his office. Ask "What do you see? [categorize responses into objects, actions, other. What's happening? How do you know?] State objective and skills learners will work on show images of jobs learners will read about.</i> Presentation: <i>Have learners do multiple dives into the text: 1) In pairs look for title, source and date of the material to identify focus of article and take turns stating interest in article based on credibility and relevance. 2) Provide direct instruction in vocabulary strategies for target words-analysis, definition by contrast. 3) focus on how text features support meaning</i> Guided Practice: <i>Learners read the text, highlight responses to text dependent questions in the text and discuss responses.</i> Free Practice/Application: <i>1) Learners select from 3-5 new job descriptions using the title, source and date to determine their interest: 2) find a partner with the same text and after reading the text, complete a graphic organizer with the key details about the job. 3) Create groups with learners who read different descriptions and have them restate the key details about the jobs using sentence frames.</i> Evaluation: <i>Have learners record a statement on their cell phones about one job they read or heard about that they'd like and why; and/or one job they read or heard about that they wouldn't like and why. Learners text or email the recording to the teacher.</i> 				



Quick Facts: Web Developers

2014 Median Pay	\$63,490 per year \$30.52 per hour
Typical Entry-Level Education	Associate's degree (AA) or higher
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Web Developer Jobs in 2014	148,500
Job Outlook, 2014-24	27% (Much faster than average)
Employment Change, 2014-24	+39,500 jobs

What do Web Developers Do?

They work on websites. They create, design, and maintain them. They are also responsible for how the website performs.

Work Environment

About 1 out of 7 of web developers are self-employed. The others work in computer design companies and related services industries. They do not require on-the-job training.

How to become a Web Developer

Web developers usually need an Associate's Degree (AA). They also need knowledge of both computer programming and graphic design.

Pay

In 2014, many web developers made \$30.00 or more per hour. That is about \$63,000 per year.

Job Outlook

Employment of web developers is projected to grow 27 percent from 2014 to 2024. This growth is much faster than the average for all occupations. The job growth is due to the growing popularity of mobile devices and e-commerce--the selling of products or services online.

SOURCE: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Web Developers, on the Internet at <http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>

QUESTIONS

1. What text features help you learn about this job?
2. Reread the article. What does the author want the reader to understand?
3. Do all web developers have a college degree? Use the text to support your answer.
4. How is e-commerce defined in the article?
5. What key detail(s) from the article indicates that this might be a good career?

LEVEL: High Intermediate		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners will be able to demonstrate understanding of the central idea(s) in an adapted Occupational Outlook career description by summarizing and discussing its main points and expressing why they would or would not want to pursue it.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				8
What elements of the level descriptor(s) are addressed for each anchor standard?				<ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases in written texts about a variety of topics, experiences or events.
What CCR Standards are the ELP Standards supporting? <i>Reading 1 & 2, Speaking/Listening 1, Language 4</i>				
What vocabulary will you teach?	High frequency: Academic vocabulary:			
What language strategies will you emphasize?				
How will you prompt critical thinking?	<input type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems <input type="checkbox"/> Categorizing, ranking, or rating <input type="checkbox"/> Strategic thinking in tasks <input type="checkbox"/> Other:			
How will you promote academic discourse?	<input type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Sentence frames and starters for oral and written report-back <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:			
Lesson Outline <ul style="list-style-type: none"> Warm Up/Introduction: <i>Think-pair-share – What/how/why questions about possible careers. State objective, show YouTube video about web developers: https://www.youtube.com/watch?v=GEfuOMzRqXo</i> Presentation: <i>Introduce adapted article on web developers from Occupational Handbook. Point out text features, Learners read article and highlight academic words and target vocabulary. Small groups define unknown words and share definitions with whole class.</i> Guided Practice: <i>Learners complete vocabulary logs and reread article to answer comprehension questions. Learners discuss and correct answers in small groups and whole group.</i> Free Practice/Application: <i>Learners work in small groups to develop two comprehension questions based on evidence in text. Learners ask and answer learner-generated questions using sentence frames to promote academic language and clarification strategies.</i> Evaluation: <i>Learners individually prepare a summary of the text information and indicate their interest in the career. Learners share summaries with partners and discuss similarities and differences.</i> 				



Web Developers

What Do Web Developers Do?

Web developers design, maintain and create websites. They are responsible for the look of the site. They are also responsible for the site's technical aspects, such as its performance and capacity. Performance and capacity are measures of a website's speed and how much traffic the site can handle. In addition, web developers may create content for the site.

Work Environment

About 1 in 7 of web developers were self employed in 2014. The other web developers work primarily in the computer systems design and related services industry.

How to Become a Web Developer

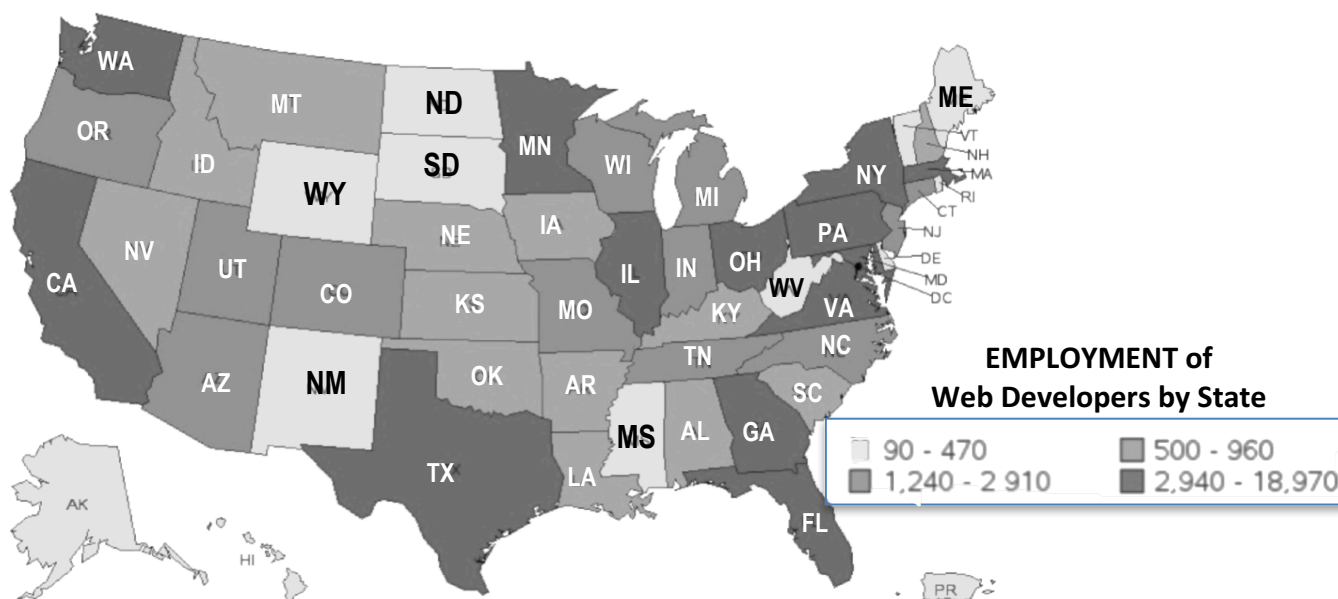
Web developers typically require an associates degree (AA) in web design or a related field. They need knowledge of both programming and graphic design.

Pay

The **median** wage for web developers was \$63,490 in May 2014. The hourly salary was \$30.52.

Job Outlook

Employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations. The growing popularity of mobile devices and ecommerce is responsible for the expected job growth.



SOURCE: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Web Developers, on the Internet at <http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>. Retrieved on March 23, 2016).

QUESTIONS

1. What information in this text would persuade a job seeker to consider this job? Explain.
2. According to the text, what are the key reasons there will be more web developer jobs in the future?
3. How does the organization of text help you learn about the job?
4. How does the author help you understand the meaning of capacity?
5. Find the state you live in on the chart. What are the opportunities for web developers in your state?

LEVEL: Advanced		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners will be able to demonstrate understanding of the central idea(s) of an excerpt from the Occupational Outlook career descriptions by summarizing and discussing its main points and expressing why they would or would not want to pursue it.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				8
What elements of the level descriptor(s) are addressed for each anchor standard?				<ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases in written texts about a variety of topics.
What CCR Standards are the ELP Standards supporting? <i>Reading 1& 2, Writing 7,Speaking/listening 1, Language 4,</i>				
What vocabulary will you teach?	High frequency: Academic vocabulary:			
What language strategies will you emphasize?				
How will you prompt critical thinking?	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Higher-level thinking questions <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems </div> <div> <input type="checkbox"/> Categorizing, ranking, or rating <input type="checkbox"/> Strategic thinking in tasks <input type="checkbox"/> Other: </div> </div>			
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Lesson Outline <ul style="list-style-type: none"> Warm Up/Introduction: <i>Think-pair-share – What/how/why/where questions about possible career. State objective, show YouTube video about Web Developers https://www.youtube.com/watch?v=GEfuOMzRgXo</i> Presentation: <i>Introduce adapted Occupational article on Web Develops. Point out text features, Learners read article and highlight academic words and target vocabulary. Small groups define unknown words and share definitions with whole class.</i> Guided Practice: <i>Learners complete individual vocabulary logs and work in small groups to answer comprehension questions.</i> Free Practice/Application: <i>Learners do mixer and ask multiple classmates if they would like to pursue the Web Developer career and reasons based on evidence in text and personal preferences.</i> Evaluation: <i>Learners work in teams to research a career in Occupational Handbook from teacher-selected list of careers to prepare a summary of the text information and indicate why they would like to pursue the career based on evidence and personal preferences.</i> 				